

ADULT EDUCATION REVIEW

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**Adult Social Education is
One of the main objectives of
The United Nations Organisation**

One of the salient events of the current month is the celebration of the United Nations Organisation Day throughout the world.

The very existence of the UNO is a guarantee that the nations would not drift into a global war suddenly or in haste, and that they would learn to respect one another.

Wars are the outcome of ignorance and fear and want. Science has made the World One, so that the whole can be happy only if the parts are equally developed.

Hence the basic work of Adult Social Education which alone can erect and maintain the defences of peace in the hearts and minds of mankind. And what is UNO if it is not a translation of Mahatma Gandhi's teaching?

S. A.



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All-India Adult Education Week

Dr. Amaranatha Jha, President, Indian Adult Education Association, has called upon all Adult Education agencies in the country to celebrate an "Adult Education Week" from the 1st November, 1953 to popularise Social Education and to collect funds for the same. He has called upon the agencies to hold exhibitions, dramas, variety programmes and poetic symposiums during the Week and has fixed November 3 as Flag Day to collect funds for the building of the Indian Adult Education Association.

Dr. Jha hopes that celebration of an Adult Education Week will create enthusiasm for Social Education work in this country, and also lead to a substantial collection from the public for the construction of the Association building. This will help in the expansion of Social Education in the country and also perpetuate the memory of one, who devoted his entire life to the cause of

education and the betterment of his countrymen.

In a circular to the agencies, the Associate Secretary of the Indian Adult Education Association writes, "The Week should be utilised to popularise Social Education and to collect funds for the same. November 1, should be celebrated as All-India Social Education Day. On other days exhibitions, dramas, variety programmes and poetic symposiums should be organised to popularise Adult Education programme in the country. On November 3, all agencies should organise Flag Day to collect funds for the building of the Indian Adult Education Association. On other days also, collection for the building fund should be made. Educational programmes, like dramas, variety shows, poetic symposiums and exhibitions should be utilised to raise funds for the memorial building.

ADULT EDUCATION REVIEW

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The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary.)

VOL. IV

OCTOBER, 1953

No. 12

EDITORIAL

The Social Education Worker as a Rural Leader.

The Social Education Worker is not an Elementary School Teacher though, in most cases to-day, the Elementary School Teacher is our Social Education Worker. It is necessary in the first instance that the Elementary School Teacher who is developing into a Social Education Worker as well as others who enter Social Education service should know their own role in village life ; and people generally recognise that role.

The Social Education Worker has to carry on the great work of educating the masses in all possible ways. It is true that, in our country, under the present conditions of life, the main task of the Social Education Worker is concerned with developing literacy as the first essential step in the education of the adult. Even here a distinction must be made between literacy for the adult and literacy for the child. The child is an undeveloped entity with no knowledge of the world. It remains with the teacher for long hours of the day and continuously for years. It may learn to read and write without very

great reference to the thought content of what is being read or written. Very elementary objects like cat, mat or dog have yet to be recognised by it. They are of interest to it.

In the case of the adult much more of knowledge is already in his possession. What is a matter of serious learning for the child is a triviality for the adult. Therefore, the Social Education Worker, even as he begins teaching reading to the adult, should beware that he is dealing with a grown up individual whose interests are closely knit with the day to day life of the village in all its branches. Therefore, it is clear that from the start the Social Education Worker has necessarily to develop his adult student's capacity to react well to social influences and play his part in life. That is, the Social Education Worker has to play the part of the guide to the adult. Practical problems of health, agriculture, village economics, craft, profession, and the like face the adult immediately.

Social relationship with others in society produce problems to be solved.

Which other than the Social Education Worker can help the adult in solving these problems? In fact, it is the duty of the Social Education Worker through his own example and through the learning that he gives to his adult student, in numerous ways, beginning with Bhajan and extending to the presentation of news material and film strip, to equip the adult for the tasks and responsibilities of life. The Social Education Worker faces a peculiarly difficult position. The adult has his time occupied. He cannot adjust his time to suit the convenience of the Social Education Worker. It is the latter that must find the time convenient to the adult, and within the necessarily short time that the adult can spare for his own education, make a pleasurable approach to him. This requires qualities of leadership quite in a larger measure than in merely imparting knowledge as a matter of routine.

Rural leadership, as is generally understood to-day, has a sinister significance. It is mere political

leadership floating grievances—real or imagined—and posing to redress them through one's own position of vantage in society acquired by means often not very proper or praiseworthy. Leadership that the Social Education Worker has ultimately to assume is, not of this type. He leads on the individual adult to think for himself by self-effort, to act for himself, and to achieve for himself. The glory of such leadership is great, and the preparation for it is difficult. But the day is not far off for the Social Education Worker to develop leadership. In the very process of Social Education work, even the Elementary School Teacher with such poor equipment to-day, picks up knowledge and power. He must have in him, however, the will to improve himself, day by day, by constant study, observation and adjustment. In training Social Education Workers due stress should be laid on the acquisition of this will power both in the interests of the worker himself and in the interests of the mass of mankind for whom he exists.

Felicitations to the Andhras.

We felicitate the Andhras on the achievement of the Andhra State after an agitation extending over four decades. There was no need for the separation of Andhra if the claims of language as the fundamental agency in building up society were not fully recognised. The man in the street has come into his own, and he has become his own ruler and architect. When democracy is declared and adult vote conceded, it would be tantamount to betrayal if the ruler is shut out from direct knowledge of what happens in the State by refusing to recognise his language as the

language of education, administration and social life.

We know the Andhras are greatly attached to their language, and they will take the earliest opportunity to give it the State forum. We should urge in this connection that they do push Literacy and Social Education with all their might as the fundamental basic endeavour to achieve the larger purpose. Experience has been gained in this field for the last five years in South India by the combined Madras Government working a scheme of Adult Education of their own. The working of the scheme

Opinion Towards Adult Education

(Results of a Preliminary Survey made on Adult Education Teachers)

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Lifelong education is our ancient ideal in the history of civilization, but Adult Education as an organised social movement is of comparatively recent origin. The great importance of the movement at present is due to the increasing co-operation of the public and volunteer agencies for the betterment of the intellectual climate of the people. Pressure and change have made it necessary for civic leaders to take stock of the opportunities for self-education and to help men and women to continue their intellectual development.

In the present enquiry an attempt is made to study the attitude of people towards Adult Education by questionnaire method. Three different questionnaires were framed to cater to the needs of three different types of people engaged in Adult Education—the Adult Education teachers, adults attending the centres and adults not attending the centres. Analysis of the replies to these questions from a fairly good sample, it is hoped, will reveal certain interesting facts.

The Questionnaire Method

The questionnaire directed to Adult Education Teachers is divided into two parts, one pertaining to personal particulars of a general nature like name, age, sex, area etc. and the other for details regarding opinion towards Adult Education. Two different methods were adopted to collect replies to the questionnaires. The first one was by the interview method where the teacher were interviewed at the respective centres by the

has been, from time to time, reviewed in this journal and the general defects have been drawn attention to. We may not repeat them here.

The Andhra State can get very good assistance from the Honorary Organiser, Andhradesa, who is rightly

recognised all over India as an authority on Social Education. We hope the new State will avoid the defects that have arisen and reorientate the Adult Education policy with a view to achieving progressive integrated rural life for the people of the State.

The Two New Education Ministers.

With the formation of a separate Andhra State the Education Minister of the composite State has gone out of office. Sri S. P. B. Pattabhirama Rau has assumed charge of Education in Andhra and Sri C. Subramaniam has done it in Madras. Sri Pattabhirama Rau was a member of the Senate and Syndicate of the Andhra University for 12 years and has evinced considerable interest in

Education even otherwise. Sri C. Subramanyam is a veteran Congressman and was closely connected with the Adult Education movement as President of the Coimbatore District Adult Education Association for long. We welcome both and hope that under their care Adult Education will get that fillip which will make it a real mass movement forming part of the integrated life of our villages.

investigator and the other was by mailing the questionnaire to the teachers concerned. The interview method failed to evoke replies in some cases for example in regard to questions pertaining to personal particulars like caste, educational qualifications, income etc. Such incomplete questionnaires were discarded in the final tabulation of results. One hundred questionnaires were mailed to teachers, but there were only 27 replies. Three such replies were incomplete in details and were discarded. On the whole 132 replies were collected from the four linguistic areas of Madras State. The sample included 96 men teachers and 36 women teachers. They were drawn from urban, semi-urban and rural areas. The distribution of teachers according to the area in which they worked was as follows : Urban 20.5 per cent ; Semi-urban 28.0 per cent ; and Rural 51.5 per cent.

The age ranges of the sample are shown in Table No. I.

Table I :—Age range of the sample.

Range	16-20	21-25	26-30	31-35	36-40	41-45	46-51	51+
Freq.	36	20	16	16	12	20	8	4
Percentage	27.3	15.2	12.1	12.1	9.1	15.2	6.1	3.0

From the table it is seen that one fourth of the whole group are from the 16-20 age group. It is really interesting to note so many young people taking to Adult Education. They are mainly college students and women teachers in Elementary Schools. On the other extreme we have 3.03 per cent of teachers who are of the age 51 and above. The table indicates a gradual drop in the percentage of teachers, as the range advances. Nearly 65 per cent of teachers are of the age 35 and less. The mean age for the whole sample is 30.05 years.

When we analyse the sample according to sex distribution we find the men-women teachers ratio is nearly 3:1. This may be just an exaggeration as the number

of women teachers engaged in this field according to popular notion is comparatively small.

Much has been talked about caste and community nowadays. The Adult Education movement being non-communal non-political and non-sectarian in character the following table reveals how all castes and communities work together in a team spirit.

Table II :—Distribution of sample according to religions and castes.

Religion and Caste	Freq.	Percentage
<i>Hindu</i>		
Mudaliar	39	28.63
Brahmin	31	23.48
Naidu	10	7.57
Adi Andhra	7	5.30
Yadhava	6	4.55
Reddi	4	3.03
Naicker	3	2.27
Nair	3	2.27
Nambeesan	3	2.27
Vysya	2	1.51
Nayantar	2	1.51
Shetty	1	0.75
Harijan	1	0.75
<i>Christian</i>		
Protestant	6	4.55
Catholic	4	3.03
Jacobite	2	1.51
<i>Muslim</i>		
	8	6.06

Discussion on this topic is not necessary for the table is self-explanatory. It is extremely interesting to note that nearly 10 per cent of the sample is drawn from the backward communities. The fact that 23 per cent of the teachers are Brahmins indicates the great change that has taken place since the removal of untouchability.

Table III below gives an account of the language distribution of teachers,

Table III:—Language Distribution.

Language	Freq.	Percentage
Tamil	56	42.42
Telugu	40	30.30
Malayalam	17	12.88
Kanarese	15	11.36
Urudu	3	2.27
Konkani	1	0.75

The sample survey is quite characteristic of the linguistic distribution of Madras State. Seventy-three per cent or nearly three-fourth of the teachers belong to the Tamil or the Telugu language group. The rest mainly consists of Malayalam and Kanarese groups.

When we consider the main occupation of the teachers interviewed in this survey we find that the main bulk are from Elementary and High School teachers. They together form 48.5 per cent. Teachers in Colleges who have taken to this work form 2.27 per cent of the sample. There is a category of professional Social Service Workers who stand next in order to teachers. They represent one-fifth of the total number of teachers engaged in this profession.

One section of Adult Education experts say that Elementary School teachers are unfit to teach adults. The type of approach needed for teaching adults is different from that for the child, they say. The fact that the majority of the Adult Education workers are Elementary School teachers must be considered seriously. They cannot be sent away from service. At the same time attempts must be made to make the best use of their services.

Students at College level are also good Adult Education teachers. They represent 12.89 per cent of the sample. One clear fact that is noticeable in the case of the students is that their enthusiasm is short lived. They very rarely engage themselves in sustained work, but during the period

in which they work they contribute something really valuable :—

Among the other people who are engaged in this work are : Merchants 6.83 per cent, Clerks 3.79 per cent, Municipal Councillors 2.27 per cent, Sanitary Inspectors 2.27 per cent, Peons, Artisans etc, 2.27 per cent.

The general education level of the teachers engaged in this work is shown in Table IV.

Table IV:—Educational qualification of teachers.

Education	Freq.	Percentage
E. S. L. C.	46	34.9
S. S. L. C.	31	23.5
Intermediate.	29	21.9
Graduates	19	14.4
Post-graduates.	7	5.3

This table follows the same trend as the main occupational level of the group.

Analysis of the income level of the sample reveals the following facts. About 34.9 per cent of the teachers are having income less than Rs. 50 per month. Nearly two-third of this category come from rural areas. Other income groups are shown in Table V.

Table V:—Monthly income of Adult Education teachers.

Income per month	Freq.	Percentage
Rs. 50 and less	46	34.9
50 — 100	33	25.0
100 — 150	16	12.12
150 — 200	12	9.09
200 — 250	4	3.03
250 +	1	0.75

Besides the number indicated in the table, 20 out of 132 teachers, i.e., 15.15 per cent are dependents. They are mainly student volunteers with the exception of one social service worker.

Nearly 60 per cent of the sample are having a monthly income of Rs. 100 and less. They have taken to Adult Education because it pays them something extra. Only 23 per cent of this group work on an honorary basis. Better pay is sure to make teachers take keener interest in Adult Education.

One of the questions asked in the survey refers to the number of years the teacher has worked in Adult Education. The replies to the answer ranges from two months to 17 years. The scores are given in Table VI.

Table VI :—Number of years worked in Adult Education.

Range in years	Freq.	Percentage
0 — 1	40	30.30
2 — 3	32	24.24
4 — 5	28	21.20
6 — 7	4	3.03
8 — 9	16	12.12
10 +	12	9.09

The majority of teachers working in the first age group i.e., 0—1 year, are student volunteers. On the other extreme those who have spent more than 10 years doing this work are politicians, professional Social Service workers and teachers in Elementary Schools. The table indicates a gradual drop in per centage as the number of years engaged in Adult Education work advances. The drop of the per centage at 6—7 year group may be due to defective sampling. A general analysis of the table reveals that more than three-fourth of the teachers have worked for five years and less. This may be due to increased interest evinced by the

Government in Adult Education since independence. The mean number of years spent on Adult Education by the whole sample is 4.6.

Corresponding to the increase in the number of years worked there is also the increase in the number of adults taught. This is shown in Table VII.

Table VII :—Showing the number of adults taught per teacher.

Range No. of adults taught	Freq.	Percentage
1 — 5	52	39.33
6 — 10	30	22.73
10 — 15	21	15.91
16 — 20	13	9.90
21 — 25	10	7.57
25 +	6	4.55

The table shows that more than 75 per cent of the sample have taught adults less than 15 spread over a period of three years. 39.33 per cent have taught for less than five years, whereas only 4.55 per cent of the sample have taught greater than 25 adults, the maximum being 56 in the case of one teacher who has worked for seven years.

The mean number of adults taught by the whole sample is 9.07. Considering the mean of the previous sample, that is, 4.06 years, we find on an average each teacher teaches 2.39 adults per year. This result is quite alarming considering the amount of energy and money spent on Adult Education. A large sample may give us real insight into this factor. Attempts must be made in the right direction to increase this turnover.

The question "Why adults come to the centre" elicited the following replies: Many reasons were given and the frequency of such replies are tabulated in Table VIII.

Table VIII:—Reasons for the "Adult attending the Centre".

Reasons	Freq.	Percen. tage
For general knowledge (discussion of current affairs, newspaper reading etc.)	60	45.45
For becoming literate	36	27.27
For friendship and social gathering	28	21.21
Listening to Puranas and the epics	20	15.15
Better wages and promotion in jobs	16	12.12
Recreation (music, film shows etc.)	12	9.09
Compelled to come	2	1.51

The fact that Adult Education must not be merely literacy-centred is clearly brought out in the present table. Only 36 out of 1932 teachers lay emphasis on the literacy part of the Adult Education movement. The majority, nearly 45 per cent, say that adults attend the centre for general knowledge. It is interesting to note that only 12 per cent of the adults attend the centres for recreation. An analysis of the survey conducted on the adults attending the centre is necessary to check this statement.

12.12 per cent of the replies state that adults attend the centre in the hope of better promotion and jobs. The teachers state that such adults regularly attend the centre and are even quicker to learn. Financial incentive is one of the best incentives possible in creating greater interest for Adult Education. Some of the adults suggest that even an increase of Rs. 2 in their monthly earning is sufficient to prompt them to attend Adult Education centres. This suggestion is worth considering if we are to engage in a large scale nationwide campaign of Adult Education.

Two teachers who replied to this questionnaire state that adults attend the centre under compulsion. When they were interviewed personally they remarked that they were forced to invite adults so as to get Government recognition of centres.

The motives of adults attending the centres fall under four categories—practi-

cal, cultural, patriotic and religious. The practical motives include reading letters from relatives and friends, writing replies, signing one's own name, protecting oneself from trickery by being able to read the contracts and mortgages, earning more money, spending more wisely and getting free of debts.

Next in order comes the cultural attractions like reading stories, songs and dramas about kings, saints and heroes. This cultural attraction gives the adult a feeling of self-respect. He listens to interesting newspapers and periodicals and gets into touch with amazing events taking place in India and the rest of the world.

Under the patriotic incentives the teacher lists the interest on the part of the adult to help to make everyone literate. Another important motive for the adults attending the education centre is the religious motive. The centre enables them to read and listen to inspiring religious books.

Any scheme of Adult Education to be successful must take all these factors into consideration.

The following table gives a list of reasons why the adults do not attend the centre :—

Table IX:—Showing reasons why the adults do not attend the centre.

Reasons	Freq.	Percen. tage
No Leisure	48	36.36
Inferiority feeling (diffident of learning)	28	21.21
Poverty	25	18.94
Old age	18	13.63
Tired after labour	16	12.12
Lack of teachers	13	9.85
Suspicious about centres	12	9.09
Want of free supply of books	8	6.06
Centres being not attractive	3	2.27

30.36 per cent of the replies insist on saying that adults have no leisure to attend the centres. This throws a serious doubt on the working hours of the centre. A survey into this factor from among the adults of a particular locality may to a great extent help in locating when the adults have leisure. The hours for the centre can be arranged on the basis of such

a report. In most cases a one hour period after night meal is found suitable.

Inferiority feeling about their capacity to learn figures is an important reason for the lack of attendance in Adult Education centres. This is a serious problem and can be solved only through greater publicity and enlightened public opinion.

About 18.94 per cent of the replies state that poverty is the third important reason "Why adults do not come to the Centre"? In what way poverty affects attendance is a thing to be seen and enquired into. No fees are charged in the centres and in a majority of cases reading and writing materials are supplied free of cost. This factor as well as the factor of old age must be considered with the factor of inferiority feeling. The present training given to Adult Education teachers has failed to give them an idea as to how they can help the adult in overcoming his inferiority feeling. So long as this question remains unattended to, it is very difficult to achieve success. About 12 out of 132 teachers say that the adult is suspicious about the centres.

The suspicion is based on religious and political motives. One section of the adults comes to believe that by inviting them to attend the centres, the authorities gradually convert the adults to change their religious and political views. Ignorance is the root cause for such suspicions. Unless there is a well-organised publicity campaign no scheme of Adult Education can prove to be a success.

Table X below gives the reasons "Why the teachers took to Adult Education"?

Table X :—

Reasons	Freq.	Percentage
Social Service	67	58.25
For remuneration	36	27.27
Hobby and recreation	35	26.51
For name and fame	18	13.63
Interest in teaching	9	6.83
Duty as Municipal Councillor	3	2.27
Under Compulsion	2	1.51

The results give an insight into the motive behind Adult Education teachers. 58.25 per cent of the teachers work for social service and are mainly drawn from student volunteers and those having a decent income. Next to social service comes those who work for remuneration.

Nearly 50 per cent of the Elementary School teachers have stated that the additional income made them take to Adult Education work as a hobby or recreation. They form 26.5 percent of the sample; 13.6 per cent of the group have taken to Adult Education because they consider it as giving rise to name and fame. Such replies were got mainly from the student volunteers and professional social service workers from urban areas. Compulsion seems to be a factor in 1.5 per cent of the cases. Two teachers have mentioned this to be the reason for their taking to Adult Education. One reports that he has come to have a liking for the movement.

To a question whether the Adult Education movement as a whole is a success or not 82.6 per cent replied "Yes" and the rest answered "No". Those who answered "No" include 6 women teachers and 17 men teachers who have worked in this field for less than 2 years. The initial setback might have made them feel that way.

Many replies were given to the question relating to suggestions for improvement of the existing movement. 28.03 per cent of the sample said that indirect compulsion by Government is necessary to wipe out illiteracy. Other reasons are given in Table XI.

Table XI :—Showing suggestions for improvement:

Suggestions	Freq.	Percentage
Compulsion at Government level to wipe out illiteracy	37	28.03
Employer-employee co-operation	23	17.4
Light Refreshments	21	15.91
Greater publicity for the movement	19	14.4
Increased remuneration for literates	17	12.89
Government financial help	16	12.12
Indoor games	13	9.9
Free reading materials	12	9.09
More teachers	12	9.09
Space for conducting classes	9	6.83
Gramaphone records	9	6.83
Kathas and Bhajans	7	5.3
Film shows	5	3.79
Regular inspection by Government Inspectors	4	3.03
Night meals	3	2.27

The necessity for greater emphasis on the recreational aspect is revealed here. It includes indoor games, gramaphone, records, kathas and bhajans, film shows etc. 34 persons out of 132 have given this suggestion.

28.03 percent of teachers report that compulsion at Government level is necessary to make the Adult Education movement more popular. The compulsion can be either direct or indirect. Here a great deal of work can be done by industrial organisations. About 17.4 per cent of teachers emphasise this aspect of employee—employer co-operation. This suggestion is worth trying as an experimental measure.

Light refreshments (15.91 per cent) and night meals (2.27 per cent) are also mentioned in the suggestions for improving attendance. Attempts in this direction are made in some elementary schools—the results will have to be examined with the amount of money spent in order to assess whether such a plan is workable.

Greater publicity for the movement is necessary says 14.4 per cent of the teachers interviewed. Here official and non-official agencies must co-operate in organising publicity campaigns. The South Indian Adult Education Week seems to have made some headway in this direction.

Increased financial remuneration for literates as distinguished from the illite-

rates is mentioned by 12.89 per cent of the samples. This is a point worth trying for, at least in some private firms.

Other suggestions for improvement include; Government financial help 12.12 per cent; free reading materials 9.09 per cent; greater number of teachers 9.09 per cent; space for conducting classes 6.83 per cent and regular inspection by Government Inspectors 3.03 per cent.

This brief survey has given us lot of materials for further study. The conclusions cannot be said to be completely reliable unless it is administered to a much larger sample.

Conclusions.

1. 82.6 per cent of the sample interviewed say that the Adult Education movement as a whole is a success.

2. Inferiority feeling seems to be the main reason for adults not attending the education centres. Greater emphasis must be laid in teachers training centres to help adults overcome this defect.

3. Adult Education Centres should not be merely literacy centres. Greater attention must be paid to the recreational aspect.

4. 4.43 per cent of the teachers interviewed say that direct compulsion by Government and employer-employee co-operation are the only two means to make Adult Education more popular.

The First Anniversary of the Fort Vegetable Market Adult School, Tanjore.

The first anniversary of the Fort Vegetable Market Adult School conducted by the Tanjore Adult Education Teachers' Association was celebrated recently with Sri Gopala Iyer, the District Educational Officer, Tanjore, in the chair. During the years 20 adults have passed out of the school and 30 more will shortly be completing the course. Sri A. R. Subramania Iyer, trained teacher in charge of the school, welcomed the gathering. The trained adults read out and spoke on various subjects. The chairman complimented the Association on the successful work turned out and wished them god speed as also other departmental officers.

Sri O. A. Narayanaswami, the President of the Taluk Association pointed out that considering the volume of illiteracy in the country and the paucity of trained men, it was necessary that the adults trained should effectively follow up the training and should work on the ideal of "Each One Teach One" and in turn take up the work one after another any on the great task of obliterating illiteracy, returning the trained teachers for work in other centres. He also stressed the need for adults learning to read and write; the adults should also be encouraged to frequently meet and talk and discuss on matters of current interest. With a vote of thanks by Sri Sarangapani Naidu, the Secretary of the Association, the meeting terminated.

The Asoka Society's 'At Home' to Mr. B. D. V. Ramasawmi Naidu

On Sunday 11th October 1953, the Asoka Society, Madras, was 'At Home' to its new President, Sri B. D. V. Ramasawmi Naidu, a former Sheriff of Madras, in Woodlands, Mylapore, Madras. Dr. P. V. Cherian, President, Madras Legislative Council, Sri V. Bhashyam Aiyangar, M.L.C., Messrs. Paul, C. Sherbert, Everett, M. Woodman and George E. Miller of the United States Information Service, Sri N. S. Arunachalam, I.C.S., Collector of Madras, Mrs. Ida Chambers, Sri K.S. Rama-swami Sastri, Sri T.J.R. Gopal, Organising Secretary, South Indian Adult Education Association, Sri A. G. Vilva Roy, former Adult Education Officer, Madras State, and Sri M.R. Perurnal, Adult Education Officer, Madras State, were among those present. Sri M.A. Manickavelu Naicker, Minister for Revenue, Madras State, presided.

A group photo was taken. After tea, proceedings commenced with a prayer song sung by Kumari Indrani and Baby Seetha.

Professor T. Dhanakoty, welcoming the gathering, gave an account of the Social Service work that the Asoka Society had been doing since its inception with unabated enthusiasm and encouraging results ensured by a band of voluntary workers who were seized with a passion for Social Service. Referring to the Chief Guest the Speaker said: Sri B. D. V. Ramasawmi Naidu was a well-known person in the realm of Commerce and Industry and in the sphere of social life dominated by businessmen; he was scion of a family whose forbears had held positions of influence, responsibility and trust in European establishments; he had toured in several countries of Europe and added to his already plentiful store of business experience and knowledge of men and things; he had been a member of the Central Board of the Reserve Bank of India; he was appointed Sheriff of Madras for a term in recognition of his high status in the business world. Sri Naidu was quiet and unostentatious by disposition and temperament; if he was not noisy it was because he was full to the brim and not an empty can; he had all the traits of a gentleman born, simple, unobtrusive and unoffending. The Asoka Society was happy and proud that it had secured such a distinguished person to be its President.

Sri T. M. Paramasivan read out the messages received, wishing the function success, from Sri K. Venkataswami Naidu, Minister for Religious Endowments, and former President of the Asoka Society, Dr. U. Krishna Rao, Minister for Industry and Transport, Chevalier J.L.P. Roche-Victoria M.L.A., and others.

Sri Manickavelu Naicker, the Revenue Minister, addressing the gathering, said: The Asoka Society had chosen the right field for rendering Social Service, and was doing creditable work. No form of Social Service was more fruitful and urgent to a growing democracy, based on Adult Franchise than Adult Education. Illiteracy among adults in India was very wide and deep-rooted, much more so among adult women than among adult men. If adult women were made literate the volume of illiteracy would decrease rapidly. Indeed Adult Franchise itself had given a fillip to Adult Education effort; it had made the adult voters conscious of their strength and made them thirsty for knowledge. He was proud to own that he had been elected a member of the Madras Legislative Assembly mostly by women voters.

Sri T. Purushottam, M.L.C., spoke on the aims and ideals of the Bharat Sevak Samaj and suggested that Social Service organisations should promote and conduct Students Camps for getting constructive work done in rural areas.

Sri G. Harisarvothama Rau, Director-elect of the Indian Adult Education Seminar, urged concentration of everybody's attention on Adult Education effort which was the supreme need of India and which alone could help solve her many complicated problems.

Sri V. K. John said. Social Service organisations and workers should take up and tackle specific problems; for instance, they could endear themselves to skilled workmen like cobblers and help them with loans.

Shrimati Nallamuthu Ramamurti said Social Welfare agencies had a vital part to play in making India healthy and strong, harmonious and stable, happy and prosperous.

Sri B. D. V. Ramasawmi Naidu, the chief guest, thanked the Asoka Society for

A Delightful Garden Party

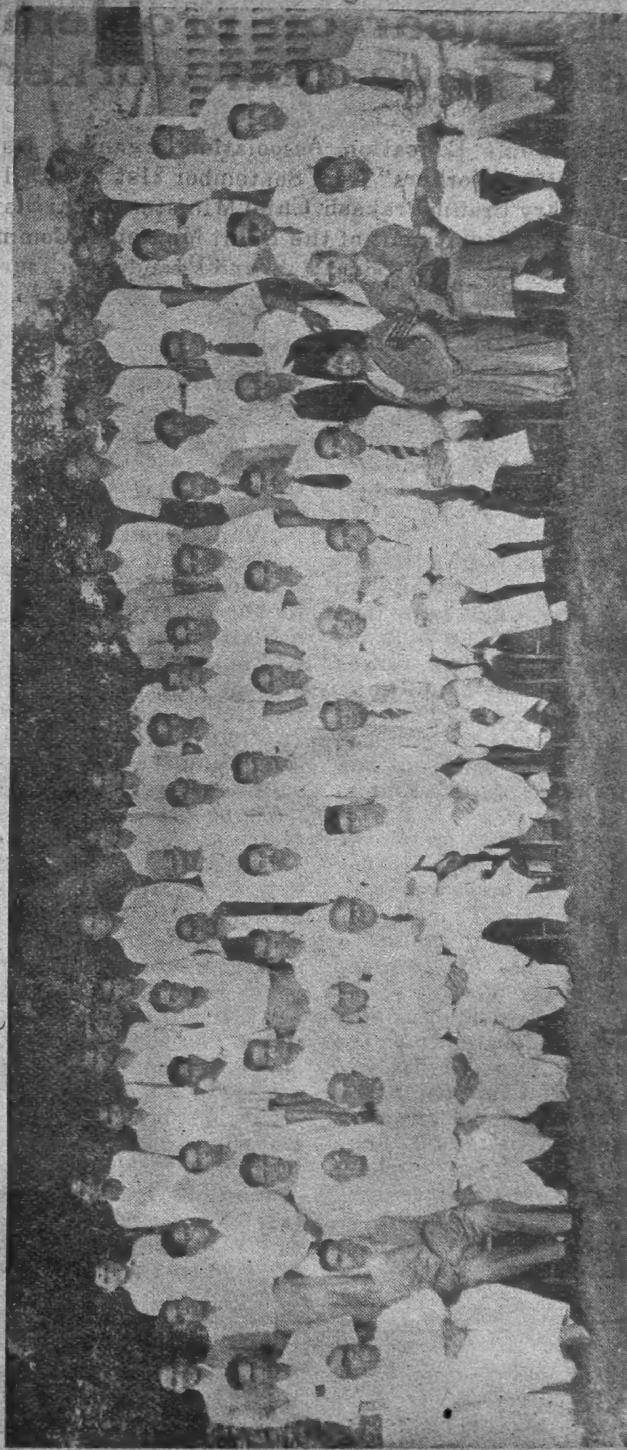


Photo taken on 11—10—1953 when The Asoka Society entertained its President, Mr. B. D. V. Ramusawami Naidu at Woodlands Hotel, Mylapore. Messrs. K. S. Rama sawmi Sastriar, G. Harisarvothama Rau, V. Bashyam Aiyangar, Dr. V. K. John, Hon'ble Minister Mr. M. A. Manickavelu Naicker, Dr. P. V. Cherian, Mr. N. S. Annadhalam, I. G. S. (Collector of Madras), Mrs. Nellamuthu, Mrs. Ida Chambers, Mr. M. R. Perumal and others are seen in the photo.

Delhi Seminar on problems of Social Education workers

The Delhi State Adult Education Association organised its first Seminar on "Problems of Adult Education Workers" from September 21st to 26th 1953. The Seminar was inaugurated by Chaudhry Brahm Prakash, Chief Minister, Delhi State on 21st September at the Social Education Department of the Delhi Municipal Committee. Shri K. G. Saiyidain, Joint Secretary, Ministry of Education, and President of the Delhi State Adult Education Association, presided. Dr. A. N. Bannerjee, Director of Education, Delhi State was the Director of the Seminar.

Inaugurating the Seminar, the Chief Minister warned the workers against underestimating the intelligence of the illiterate adults. He suggested that a sympathetic understanding of their social and intellectual needs was the only way to win their co-operation.

Chaudhry Brahm Prakash paid a tribute to the late Shafiq-ur-Rehman Kidwai, who had realised that a mere literacy campaign would not meet the challenge of preparing the people to shoulder the responsibilities of citizenship in a free democratic India. Concluding, Chaudhry Brahm Prakash welcomed the co-ordination of activities of the various Social Education organisations in Delhi, by the Delhi State Adult Education Association.

Dr. A. N. Banerjee, the Director of the Seminar, explaining the purpose of the Seminar, said that the Seminar was convened to pool the experiences of Social Education workers so that solutions could be found to various difficulties experienced by them in their day to day work.

Mr. K. G. Saiyidain who presided emphasised the need for understanding the psychology of the people in order to win their co-operation. He said that the Social Education centres could be most effective if the people themselves managed them. The role of the Social Education workers should be mainly to provide the necessary lead.

The Seminar was attended by over 75 Delegates and Observers representing the

Social Education Department of the Delhi Municipal Committee, the Social Education Department of the Delhi State, Idara Talm-O-Tarraqi, the Indian Co-operative Union, New Delhi Social Education Centres run by Mr. Basrurkar; Delhi Public Library, Vallabhbhai Patel Library, Narela, and Hardinge Library, Delhi.

Discussions at the Seminar were held for three days in five groups, each under a Chairman. The groups discussed: 1. Attracting people to the Centres, 2. Organising Educational programmes in the Centres, 3. Survey in the locality, 4. Working within the community and getting their co-operation, 5. Finding material and supplies for activities in the Centres.

Group No. 1 was led by Mr. M. C. Nanavatty, Chief Educational Officer, Delhi Municipal Committee. This group suggested that to popularise the Social Education centres it was necessary to provide educational guidance to ease the social and economic needs of the participants at their homes. It was felt that unless the educational programme was directly geared to the economic and social conditions of the participants the problem of attracting more persons to the centre would not be solved. A re-orientation of the whole programme of Social Education was therefore called for.

While it was realised that it was not the task of Social Education centres to provide facilities of employment, it was, however, felt that the Social Education centres should

the honour done to him and promised his best co-operation in its activities.

Sri T. Neelakantan, Secretary of the Asoka Society, proposed a vote of thanks,

Kumari Rani, Kumari Jamuna and Baby Geetha sang the janaganamana; while Sri V. Srinivasa Aiyangar and party provided orchestral music.

provide educational facilities on various occupations in the community and acquaint the participants of the various resources of the community so that gradually the participants may be able to develop their own economic life.

It was felt that the real problem of literacy was the problem of post-literacy, and greater attention should be paid to the post-literacy work with the help of suitable post-literacy literature.

With regard to the methods of organisation it was felt that as a rule informal education through recreation would facilitate greater participation. The organisation of various informal voluntary groups on the basis of interest and age should be encouraged.

The second group was led by Mr. Sohan Singh Assistant Educational Adviser, Government of India. This group recognised the imperative need of local leadership and felt that the Social Education worker should provide opportunities to various persons in the locality to work with him in organising activities in the centres. The Social Education worker should gradually pass on responsibilities to these persons. The Seminar agreed that the proper way in which the community development should take place is through group efforts.

Shri M. S. Gore, Principal, Delhi School of Social Work, was the leader of the group discussing survey as an important work of the Social Education centre. The group felt that a comprehensive survey should give more than mere indication of the literates and illiterates in the community. Questions relating not only to individual members of the family, their age, education and leisure time activities, but also questions relating to the entire community, its local, its sanitary facilities, its general standard of health, education, housing cultural activities, its likes and dislikes should be established. An assessment of the kind of facilities for recreational, educational and cultural activities that already exist in the community should also be made. The survey should therefore cover not only individuals and families, but also the whole community. In order that this survey should be undertaken successfully it was necessary that the workers undertaking the survey should be given proper training.

The fourth group was led by Mr. Jagdish Singh, Social Education Officer, Delhi State. This Group recommended that the Social Education worker should try to find out by personal contacts the problems of the locality in which he was working and should help the residents to find a better way to deal with their problems. He should establish good relationship with the various organisations, official and non-official, (but not religious and political) and should try to get their co-operation.

It was emphasised that elected and natural leaders should be given due importance and recognition by the Social Education worker, but the latter should never get himself entangled in the rivalries of various leaders. In order to have the co-operation and support of all the influential people in the locality, if was thought necessary to form a Central Council which should consist of conscientious and responsible persons.

Shri Neki Ram Gupta, Social Education Officer, Delhi Municipal Committee, was the leader of Group 5 which discussed the problem of finding material and supplies for activities in the centres. On this problem the Seminar felt that the centres were being run to create community life within the locality, therefore it was just and proper that Government and Municipal agencies should take up the work of running the centres for some time till conditions were created when the work could be handed over to the community. The Seminar drew up a suggestive list of the needs and requirements of the community centre, its equipment, accommodation, literature fund, etc.

The Seminar concluded on Saturday, the 26th September with a valedictory address by Lala Sham Nath, President, Delhi Municipal Committee, who emphasised the importance of a research-cum-training centre for the Social Education workers. He expressed his happiness over the joint deliberations of so many official and non-official agencies who had sent representatives to the Seminar, and aid that the Seminar, method was remarkably successful in finding out the real problems and working out their solutions.

Earlier, Dr. A. N. Banerjee, the Director of the Seminar, read out the report of the Seminar giving in detail the discussions and recommendations of each of the five groups.

News and Notes

To 'Adult Education Review' Subscribers

With the current October 1953 issue the *Adult Education Review* completes the fourth year of its careers. Subscribers are earnestly requested to continue their co-operation and remit their subscription for the ensuing year.

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The Social Welfare Conference.

Sri C. Doraiswamiah, B.A., B.L., Advocate, and Honorary Secretary and Treasurer, North Arcot District Adult Education Committee, Vellore, was delegated by the South Indian Adult Education Association to attend the International Social Welfare Conference held recently near Vellore. He was a member of the Tribal Welfare and Social Defence Sub-Committees.

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Adult Education Centre, Peravoor

The Adult Education Centre, Peravoor, celebrated the Puja festival on 16-10-'53. The adult pupils of the centre staged a farce "Landlord and tenant", which attracted a large audience and elicited appreciation. The Adult Education Worker

in charge of the centre thanked the public for the co-operation they had been giving.

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The U. N. O. Day

The United Nations Day was celebrated by the Asoka Society, Madras. Sri Neelakantan, Secretary of the Society, presiding, a public meeting was held in the premises of the Society's Adult Night School, and Sri T. J. R. Gopal, Organising Secretary, The South Indian Adult Education Association, delivered a lecture on "The U. N. O. is functions and activities."

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The South Indian Adult Education Conference

The Executive Committee of the South Indian Adult Education Association, the sponsoring organisation, acting in consultation with the Reception Committee already formed and functioning at Tirupati, has arranged to hold the Ninth South Indian Adult Education Conference at Tirupati during the second week of December 1953. Professor N. G. Ranga, Member of Parliament, will preside over the Conference. Further details will be announced in due course.

Await Early Release: "WOES OF AN ILLITERATE"

[படியாதவர் புறம்பால்]